REPORT RESUMES

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BUSINESS WORK EXPERIENCE EDUCATION PROGRAMS, AN OPERATIONAL HANDBOOK.

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DESCRIPTORS- *BUSINESS EDUCATION, *DISTRIBUTIVE EDUCATION, *COOPERATIVE EDUCATION, *PROGRAM PLANNING, *PROGRAM DEVELOPMENT, PROGRAM ADMINISTRATION, PROGRAM GUIDES,

BUSINESS EDUCATION INCLUDES INSTRUCTION IN BOTH OFFICE AND DISTRIBUTIVE OCCUPATIONS. THE BUSINESS WORK EXPERIENCE EDUCATION PROGRAMS ARE BASED ON INDIVIDUAL AND GROUP INSTRUCTION IN THE RELATED CLASS IN WHICH ALL STUDENTS ARE ENROLLED, AND INSTRUCTION THROUGH PART-TIME EMPLOYMENT. THIS HANDBOOK SHOULD BE HELPFUL IN ORGANIZING AND OPERATING BUSINESS WORK EXPERIENCE EDUCATION PROGRAMS. THE SUBJECT MATTER IS IN LOGICAL SEQUENCE--(1) ORGANIZING THE PROGRAM, (2) CONDUCTING STUDENT INTEREST AND COMMUNITY SURVEYS, (3) SELECTING THE TEACHER COORDINATOR, (4) ORGANIZING THE ADVISORY COMMITTEE, (5) DEVELOPING THE PLAN OF OPERATION, (6) PROMOTING THE PROGRAM, (7) PLANNING THE RELATED INSTRUCTION PROGRAM, (8) CONDUCTING COORDINATION ACTIVITIES, (9) EVALUATING THE PROGRAM, AND (10) UTILIZING THE SERVICES OF THE BUREAU OF BUSINESS EDUCATION. SAMPLE FORMS, THE CALIFORNIA LEGAL AUTHORIZATIONS GOVERNING THE PROGRAM, AND A CHECKLIST FOR DEVELOPING THE PROGRAM ARE INCLUDED IN THE APPENDIX. (PS)

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business work experience education programs

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An Operational Handbook

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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BUSINESS WORK EXPERIENCE EDUCATION PROGRAMS

Prepared for: The Bureau of Business Education
California State Department of Education

Published by: The Division of Vocational Education
University of California

FOREWORD

The Division of Vocational Education, University of California, cooperates with the vocational services of the California State Department of Education in the preparation of studies, conducting research, and in publishing reports of value in the general development of vocational education. Funds for this purpose are provided to the Division of Vocational Education by the vocational services of the California State Department of Education.

This publication, BUSINESS WORK EXPERIENCE EDUCATION PROGRAMS, was requested by Mr. Rulon C. Van Wagenen, Chief of the Bureau of Business Education, California State Department of Education.

Melvin L. Barlow, Director
Division of Vocational Education
University of California

PREFACE

This operational handbook contains suggestions which should be helpful in the organization and operation of business work experience education programs. It is arranged in logical sequence to render assistance in the initial planning and in the conduct of the program. This publication includes a sample of various forms which have been used in the conduct of business work experience education programs in some school districts in California.

The basic material for this release was developed by J. C. Levendowski, Researcher and Teacher Educator, and Brenton R. Aikin, Regional Supervisor, of the Bureau of Business Education, working in cooperation with the Bureau staff.

It is hoped that this handbook will make a contribution to the further development of business education work experience programs in the State of California.

Suggestions for its improvement are anticipated and will be sincerely appreciated.

WESLEY P. SMITH	**R. C. VAN WAGENEN**
State Director of Vocational Education	Chief, Bureau of Business Education

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I. ORGANIZING THE BUSINESS WORK EXPERIENCE EDUCATION PROGRAM

A. The Program Defined

Over one-half of California's labor force is employed in the business occupations. The State's expanding and changing economy will require that more and better-trained persons be prepared with occupational competencies needed for employment in these occupations. To meet these demands, schools and business education departments are viewing work experience education programs as a means to expand the business education curriculum and thus provide more students with business occupational training.

Business work experience education programs, the employment of students in the business occupations combined with related classroom instruction, provide the student with the opportunity to apply skills and knowledges learned in the classroom to actual employment situations. Students enrolled in these programs receive both school credit and pay for their work.

Business work experience education programs have as their controlling purpose the development of vocational competence, thus they are vocational in nature. Reference should be made to the California Administrative Code, Title 5, Section 115.21 (Appendix A), for the classifications of work experience education. The General and Vocational Work Experience Programs both use the medium of on-job experience to facilitate vocational learning. The controlling purpose of the General Work Experience Program is to develop general occupational competence, whereas the purpose of the Vocational Work Experience Program is to develop both general and specific occupational competence.

General Work Experience is directed toward the student who has some business education skill background which has been given before placement on the job. Vocational Work Experience placement is based on prior development of business education occupational skills, but also maintains concurrent related instruction which is correlated with the on-job training. This correlation of instruction is accomplished through the Training Agreement (see form number 9).

True work experience education results only when it encompasses a systematic plan whereby young people, while still in school, gain realistic employment experience through part-time work performed under all of the following conditions:

1. The school adopts a specific plan of operation based on a written outline that shows the respective roles of the school, the student, and the employer.

2. The school assigns qualified personnel to direct the program and to coordinate student jobs with the school learnings.

3. The school makes certain that work done by students is of a

useful, worthwhile nature, and that federal, state, and local laws and regulations are followed.

4. The school, with the help of the employer, evaluates work done by students, awards credit for work successfully accomplished, and enters pertinent facts concerning the student's work on his permanent record.[1]

B. Advantages to the Student, School, and Businessman

Business work experience education programs provide valuable assistance in preparing students for employment in the business occupations. Although the benefits of the program are extended primarily to the student, several additional groups are benefited, including the school and businessman. The following benefits of the programs to these three groups are of major importance.

Advantages to the Student:

1. Provides him with the opportunity to develop skills and attitudes; acquire knowledges necessary to secure employment in the occupation of his choice.
2. Assists him to broaden his understanding and appreciation of the business world.
3. Provides him the opportunity to acquire specific training not available in the conventional vocational business education programs.
4. Helps him to determine future educational and occupational needs.
5. Assists the student in developing desirable personality traits needed for successful employment.

Advantages to the School:

1. Provides an opportunity for students to acquire additional skills and knowledges not possible or practical in the classroom.
2. Utilizes the community resources to provide specific business training in practices and procedures that cannot be offered in regular classroom instruction.

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[1] Handbook on Work Experience Education, California State Department of Education (date), pp. 1-2.

3. Provides a means through which the school can become familiar with employment standards and changing occupational requirements.

4. Acquaints the community with the types of vocational business education programs being offered in the school.

Advantages to the Businessman:

1. Provides an opportunity for the businessman to cooperate in the training of students for employment in the business occupations.

2. Provides him with a constant supply of persons who have occupational experience in the business world.

3. Reduces turnover of new employees because students have had the opportunity to adjust to the world of work.

C. Suggested Organizational Patterns for Business Work Experience Programs

Business Work Experience Programs may be designed to fit a variety of organizational patterns. The particular way in which the program is placed in the school is dependent on many factors. These include:

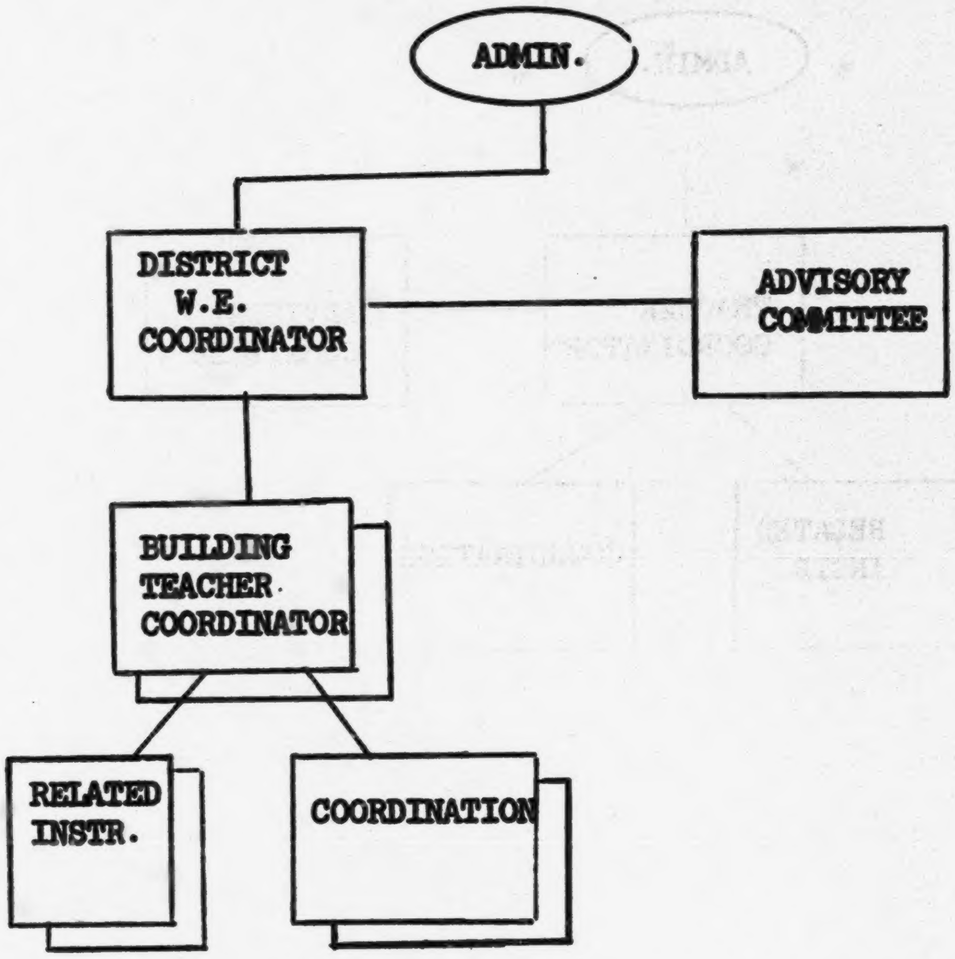
1. Occupational field
2. School philosophy
3. Pattern of existing or planned vocational programs
4. Nature of the employment community
5. Students to be served
6. District fiscal ability
7. Facilities availability

The purpose of this publication is to assist districts in assessing these factors and planning a Business Work Experience Program which will meet the individual vocational needs of students within the capabilities of the school.

All Business Work Experience Education Programs are based on two entities; (1) individual and group instruction in the related class in which all students are enrolled, and (2) instruction through part-time employment. Any variations among program formats would be in the way in which they are organized, supervised, the curriculum of the related instruction class, and the occupations involved in the part-time employment.

As stated previously, business education includes instruction in both the office and distributive occupations, hence all Business Work Experience Programs provide related classroom instruction designed to ensure the student's employability in either or both of these occupational fields.

BUSINESS WORK EXPERIENCE PROGRAM IN DISTRICT WITHIN OTHER WORK EXPERIENCE PROGRAMS


ADMIN.
DISTRICT W.E. COORDINATOR
ADVISORY COMMITTEE
BUILDING TEACHER COORDINATOR
RELATED INSTR.
COORDINATION

PROGRAM ADMINISTRATION:

Provided through district Work Experience Coordinator

TRAINING STATION DEVELOPMENT:

Provided through district Work Experience Coordinator, and allocated to building programs on the basis of occupation and geographic area.

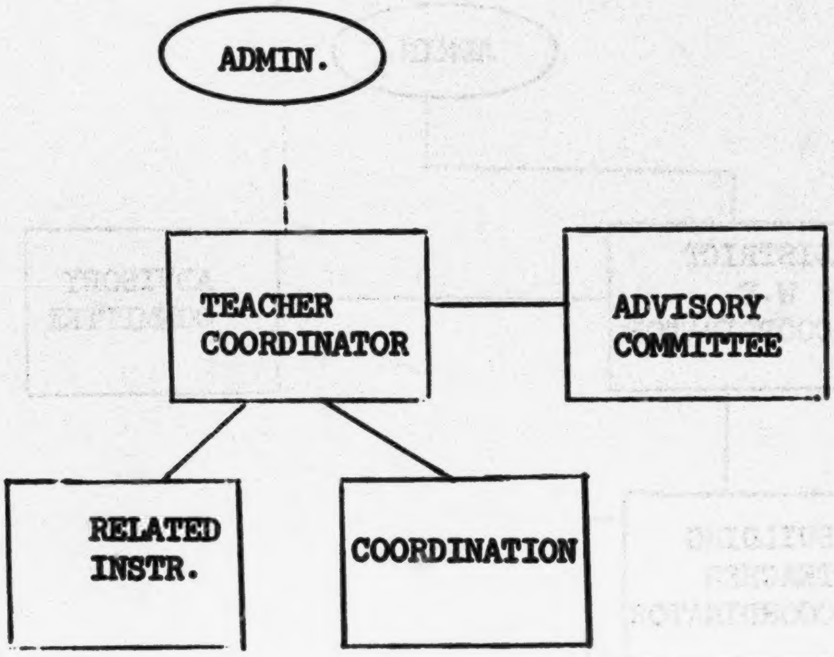
RELATED CLASS INSTRUCTION:

Provided by building level teacher coordinator.

COORDINATION OF PART-TIME EMPLOYMENT:

Provided by building level teacher coordinator.

BUSINESS WORK EXPERIENCE PROGRAM IN THE INDIVIDUAL SCHOOL


ADMIN.
TEACHER COORDINATOR
ADVISORY COMMITTEE
RELATED INSTR.
COORDINATION

PROGRAM ADMINISTRATION:

Provided by teacher coordinator

TRAINING STATION DEVELOPMENT:

Provided by teacher coordinator

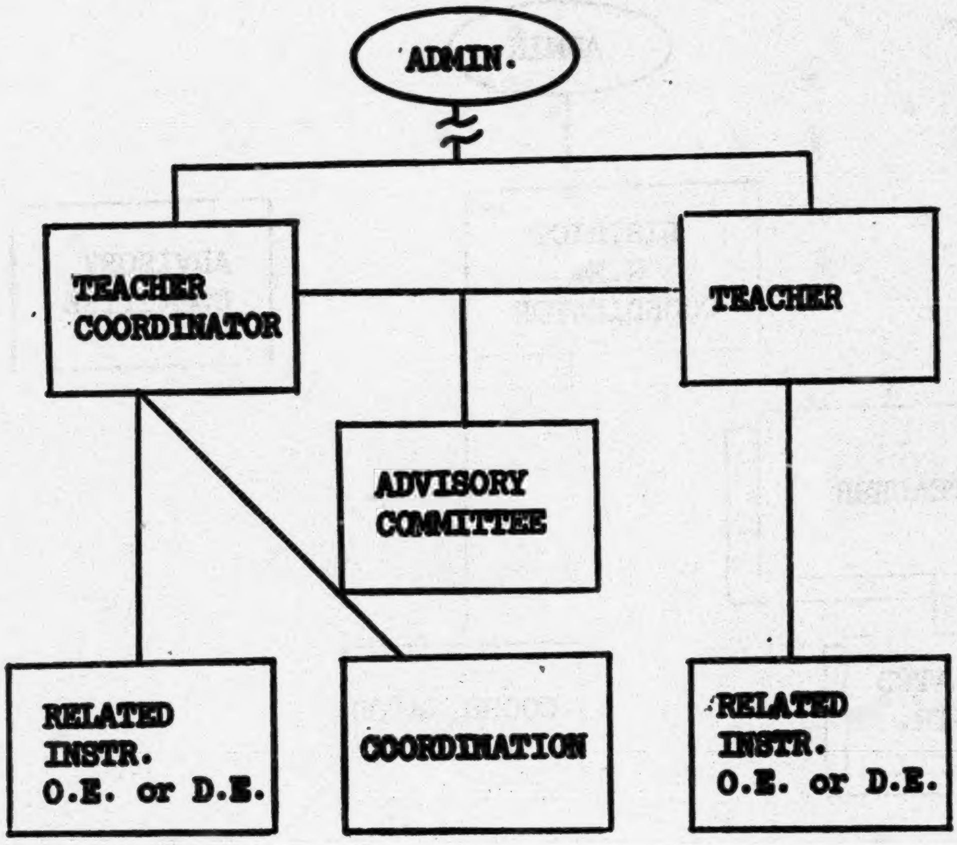
RELATED CLASS INSTRUCTION:

Provided by teacher coordinator

COORDINATION OF PART-TIME EMPLOYMENT:

Provided by teacher coordinator

THE COOPERATIVE OFFICE & DISTRIBUTIVE EDUCATION PROGRAM (C.O.D.E.)


ADMIN.
TEACHER COORDINATOR
TEACHER
ADVISORY COMMITTEE
RELATED INSTR. O.E. or D.E.
COORDINATION
RELATED INSTR. O.E. or D.E.

- **PROGRAM ADMINISTRATION:**

  Provided jointly by teacher and teacher coordinator

- **TRAINING STATION DEVELOPMENT:**

  Provided by teacher coordinator

- **RELATED CLASS INSTRUCTION:**

  Scheduling related classes during same time period for coordinated teaching, team teaching, or individual class instruction.

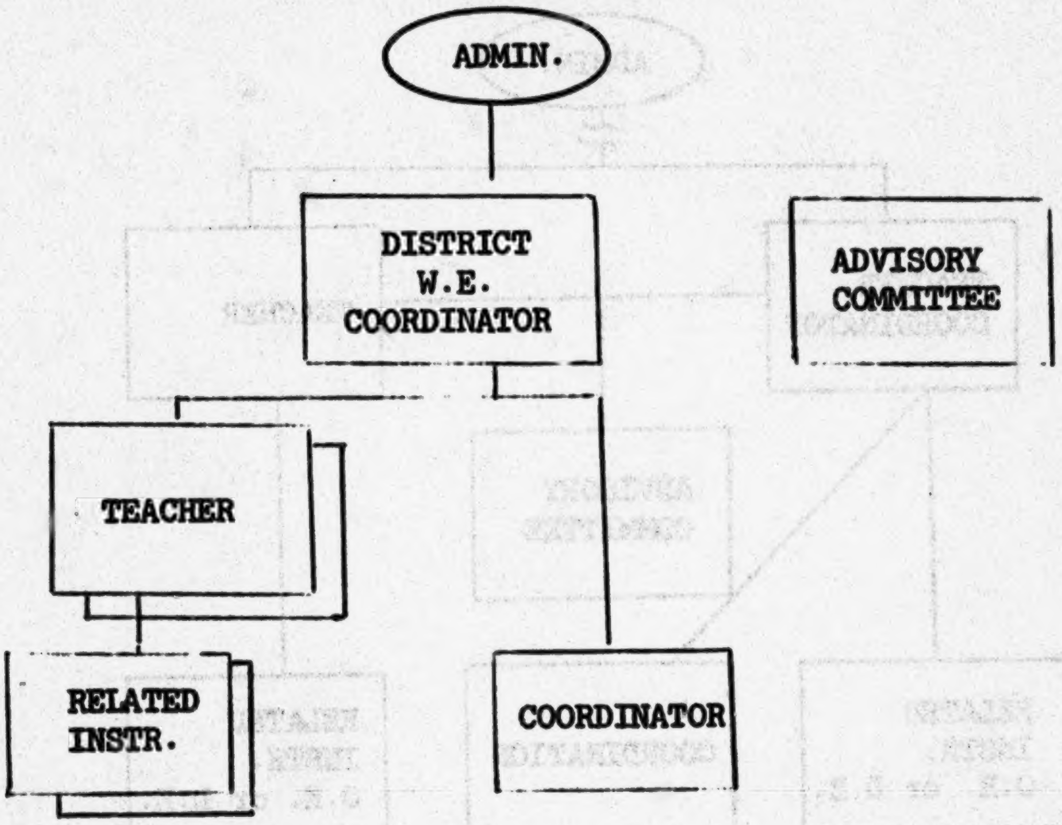
- **COORDINATION OF PART-TIME EMPLOYMENT:**

  Provided by teacher coordinator

- **PROGRAM CONTINUITY:**

  Provided through close liaison between teacher and teacher coordinator

BUSINESS WORK EXPERIENCE PROGRAM IN DISTRICT WHERE DISTRICT LEVEL WORK EXPERIENCE COORDINATOR PROVIDES ALL ON-JOB SUPERVISION


ADMIN.
DISTRICT W.E. COORDINATOR
ADVISORY COMMITTEE
TEACHER
RELATED INSTR.
COORDINATOR

PROGRAM ADMINISTRATION:

Provided through district Work Experience Coordinator

TRAINING STATION DEVELOPMENT:

Provided through district Work Experience Coordinator, and allocated to building programs on the basis of occupation and geographic area.

RELATED CLASS INSTRUCTION:

Provided by building level teacher

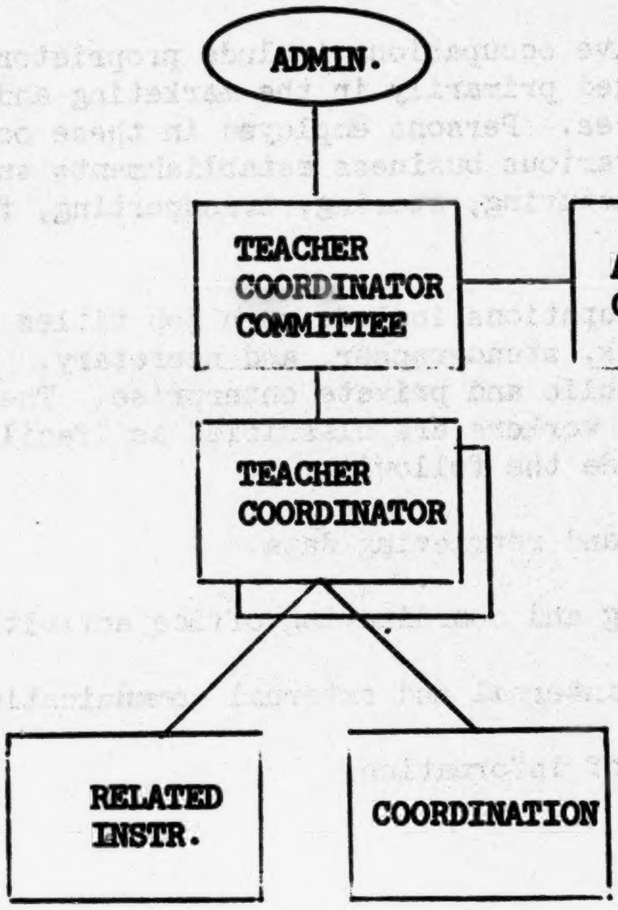
COORDINATION OF PART-TIME EMPLOYMENT:

Provided by district Work Experience Coordinator

CONTINUITY OF PROGRAM:

Provided through close liaison between district Work Experience Coordinator and building level related class instructor.

BUSINESS WORK EXPERIENCE PROGRAM IN MULTI-BUILDING DISTRICT WITHOUT DISTRICT LEVEL WORK EXPERIENCE ADMINISTRATION FUNCTION


ADMIN.
TEACHER COORDINATOR COMMITTEE
ADVISORY COMMITTEE
TEACHER COORDINATOR
RELATED INSTR.
COORDINATION

PROGRAM ADMINISTRATION:

Provided by building level teacher coordinators acting as an administrative committee.

TRAINING STATION DEVELOPMENT:

Provided by building level teacher coordinators.

RELATED CLASS INSTRUCTION:

Provided by building level teacher coordinators.

COORDINATION OF PART-TIME EMPLOYMENT:

Provided by building level teacher coordinators.

The business occupations may be grouped into two major areas--the distributive occupations and the office occupations.

The distributive occupations include proprietors, managers, and employees engaged primarily in the marketing and merchandising of goods and services. Persons employed in these occupations are commonly found in various business establishments such as retailing, wholesaling, manufacturing, storing, transporting, financing, and risk bearing.

The office occupations include such job titles as typist, general office clerk, stenographer, and secretary. These jobs may be found in both public and private enterprise. The activities performed by office workers are classified as "facilitating functions." They include the following:

1. Recording and retrieving data.
2. Supervising and coordinating office activities.
3. Preparing internal and external communications.
4. Reporting of information.

II. PLANNING ACTIVITIES

Extensive planning is necessary if a business work experience education program is to be a success. The first step is to determine if there is sufficient student interest and an adequate number of training stations to support the program; therefore, a student interest and community survey should be taken before a decision is made to establish a program. Once it has been decided that a program should become a part of the school's curriculum, several other steps must be taken before the program can be established. These steps include the selecting of a teacher coordinator, promoting the program, organizing an advisory committee, developing the instructional program, and preparing the plan of operation.

A. CONDUCTING STUDENT INTEREST AND COMMUNITY SURVEYS

To ensure that the student interest and community surveys provide the data necessary for determining whether a business work experience educational program should be established, the students and the community must understand fully the purposes of the surveys. All available news media should be used to inform students, parents, businessmen, and the school faculty about the significance of the surveys.

1. Student Interest Survey

The student and community surveys should be conducted at the same time or nearly the same time and should be completed as quickly as possible. The major purpose for conducting the student interest survey is to determine how many students are interested in enrolling in the program. The following information also may be obtained from the survey:

a. Number of students presently employed part-time in the business occupations.

b. Names of business firms that employ students on a part-time basis.

c. Occupational goals and other plans students have for the future.

One of the means used for conducting the survey is a student interest questionnaire which may be distributed during a student assembly. During the assembly program, businessmen, counselors, and teachers may outline the benefits of the program to the students. The questionnaires may be handed out at the end of the assembly, and the students should be encouraged to discuss the program with their parents. A brochure outlining the benefits of the program to the students and the prerequisites for enrolling in the program is most valuable. A sample of a Student Interest Form may be found in Appendix B.

2. Community Survey

The community survey is needed to obtain information that can be used to determine whether a business work experience education program should be established. The following information would be sought through such a survey:

a. Names of business firms that are presently employing students in the business occupations.

b. Businesses that are potential training stations.

c. Entry employment requirements in the business occupations.

d. The labor market demand for trained employees in the business occupations.

Once it has been determined what information will be required in the survey, a preliminary draft of the questionnaire should be prepared and sample-tested.

While the questionnaire is being designed, a card file of business firms to be contacted should be prepared. A 3x5 card can be used to record information about each business: the firm's name, address, type of business, telephone number, and the name of the owner or manager.

Civic clubs, chambers of commerce, governmental agencies such as the Department of Employment, and the Advisory Committee can assist in conducting the community survey by doing the following:

a. Providing mailing lists and other employment data.

b. Acquainting their members with the need, content, and uses of the survey and encouraging them to help with the survey.

c. Making their members aware of the benefits of the program to students and the community.

d. Assisting in conducting the survey.

Community surveys conducted through personal interviews tend to give the best results. The questions are less apt to be misinterpreted and, thus, the responses will be more reliable. Persons serving as interviewers should be chosen with care and should be thoroughly informed of the purposes for conducting the survey. It is not desirable, usually, to use students as interviewers; however, if they are used, they should be given formal instruction in interviewing techniques and supervised closely.

Although personal interviews produce the best results, they are very time-consuming. Therefore, the most common method used to conduct a community survey is to mail a questionnaire to selected business firms. This is particularly effective in large communities. Form 2, in Appendix B offers a sample community survey to serve as a guide in developing a form for local use.

It is recommended that a cover letter from the superintendent of the school district or the principal of the school be sent along with the questionnaire, outlining the need for the survey and encouraging the businessman to participate in the study. (See Appendix B, Form 3 for some sample cover letters.) To encourage a quick response by the businessman, the school should enclose a stamped, self-addressed envelope. A brochure on the proposed business work experience education program might also be enclosed to help the businessman better understand the program.

When the completed questionnaires are returned, a detailed plan for recording the data should be followed. Questionnaires should be checked for their completeness, and the data should be tabulated. A blank questionnaire can serve as a form for tabulating the data received.

A follow-up letter should be prepared and sent to those business firms that do not reply within a week to ten days. Sometimes a reminder by telephone will get a prompt response.

3. Preparing the Report

The last step in completing the community survey is to prepare a report of the findings, conclusions, and recommendations based on the data gathered. It is important that the report be written in a clear, logical, and readable style, and it should meet these basic requirements.

a. Has unity, coherence, and emphasis.

b. Has interest appeal and it is written with the reader in mind.

c. Follows an acceptable order or form for the presentation of the various parts of the report.

d. Has been subjected to careful study and revision before the final copy is prepared.

B. SELECTING THE TEACHER COORDINATOR

When the need for, and interest in, a business work experience program has been firmly established, the selection of a qualified teacher coordinator is one of the first steps in establishing the program.

The teacher coordinator is the key to success of the program. He must have the professional preparation and occupational experience to make him effective in teaching the related classes and earning the respect of the business community.

He should have a wide range of business experience to give him an adequate understanding of the business occupations in which the students he will supervise are employed. And he should have the personality traits that are necessary for him to get along with many types of people in school and in the community.

The following standards and requirements for teaching personnel from the 1966 Interim California State Plan for Vocational Education apply to business education programs funded under the George-Barden Act and the Vocational Education Act of 1963:

> 1.53-3 The minimum qualifications of distributive and office education instructional personnel shall be as follows:
>
> (a) Professional preparation: Shall hold a valid California teaching credential which authorizes the holder to teach the distributive and office subject or subjects to be taught.
>
> (b) Occupational experience: Shall have, in the subject matter field, occupational competency commensurate with the grade or difficulty level to be taught. The determination of occupational competency in the subject matter field shall be based upon a minimum of two years of successful work experience, in addition to the normal learning period, for the occupation to be taught.

Any departure from this provision shall require other additional evidence of subject matter competency as determined by the State Board Staff.

C. ORGANIZING THE ADVISORY COMMITTEE

An advisory committee is a group of people chosen to guide, advise and counsel, and assist to evaluate the work and help carry out the objectives of the work experience program. Members should be chosen from among individuals who have an understanding of and interest in the business and vocational educational program of the community.

An advisory committee can be extremely helpful in assisting the teacher coordinator in organizing and operating a business work experience education program. This committee of six to ten persons provides a major channel of communication between the school and community. Although it is only advisory in character, the committee can make specific contributions to the development and operation of the program by:

1. Assisting in the promotion of the program.
2. Helping to locate training stations.
3. Making suggestions concerning the content of the related instruction.
4. Helping to obtain classroom equipment and instructional materials.
5. Serving as a "sounding board" for new ideas.
6. Suggesting courses of action on general problems facing the teacher coordinator.
7. Assisting in the maintenance of good community relations.
8. Participating in the evaluation of the program.
9. Providing information concerning employment standards and employment opportunities for graduates.

Selecting the Advisory Committee:

The committee should be made up of representatives from business, labor, and civic groups. Each member should be given a definite term of appointment. If a member has been a valuable contributor, he should be considered for reappointment.

At least three criteria should be kept in mind when selecting individuals to serve on the committee:

1. Experience--Persons should have business experience and have the respect and confidence of their associates.

2. Adequate Time--Persons should have the time and flexibility in their work schedule to permit active participation on the committee.

3. Cooperativeness--Persons should have a strong sense of responsibility toward their school and community and have an understanding and interest in the program.

It is suggested that the teacher coordinator and the principal prepare a list of individuals whom they feel are qualified to serve on the committee. This list should be sent to the superintendent of the school district and governing board for their approval. A letter from the superintendent should be sent to those persons selected explaining the purposes of the committee and inviting them to serve on the committee. (See Appendix B, Form 4, for a sample of appointment.)

The value of any advisory committee depends largely upon the ability of the teacher coordinator to use it effectively. Several points should be remembered when working with an advisory committee if the committee is to function successfully.

When an advisory committee is formed, it should be informed that it serves in only an advisory capacity, not as a policy-making body.

Since committee membership is on a purely voluntary basis, care should be taken as to the number and types of tasks given to committee members. However, they should be given specific duties so that they may feel that their efforts have been worthwhile.

Members should be allowed adequate time to complete their assignments. They should be kept informed of all the developments relating to the program.

The teacher coordinator should prepare an agenda for each meeting and send it to each member of the advisory committee far enough in advance to enable the members to be prepared to act on the agenda. In preparing the agenda, consideration should be given to anticipated problems as well as to difficulties encountered during the interim between committee meetings.

It is common practice to send copies of the minutes of the meeting to the principal and committee members. These minutes provide a permanent record of the activities of the committee and the action taken by the teacher coordinator.

There is no generally accepted policy in regard to the number of meetings to be held each year. Opinions vary as to whether it is best to have meetings set for regularly stated intervals or to have meetings only when necessary. Many committees now operating meet whenever there is important business to be conducted. During the initial stages of program development, it is desirable for the committee to meet regularly. A system of regularly called meetings may have an advantage in that members can plan ahead and attendance may be improved. Furthermore, a committee which is working to build a worthwhile program will need to meet more often to carry out its assignment.

Guide for Teacher Coordinators in Planning an Advisory Committee Meeting

The teacher coordinator may find a guide helpful in planning a meeting, thus avoiding possible misunderstandings that may develop because details such as the following have been overlooked:

1. Plan the agenda in cooperation with committee members
2. Prepare materials to be presented.
3. Make reservation for meeting room.
4. Notify members of meeting date.
5. Mail agenda to committee members.
6. Notify the school administrators and invite them to attend the meeting.
7. Invite other staff members, teachers, consultant, and special guests to attend when appropriate.
8. Check reservation for meeting room a few days before the meeting.
9. Check on physical facilities of the meeting room.
10. Check on special equipment needed for the meeting.
11. Call members to remind them of the meeting.
12. Mail minutes of previous meetings to committee members and school administrators.
13. Prepare progress report to present to committee.
14. Prepare a report of action taken as a result of the last meeting of the Advisory Committee.

D. DEVELOPING THE PLAN OF OPERATION

School districts planning to establish a business work experience education program must prepare and submit a plan of operation to the State Department of Education one month before the proposed starting date. The California Administrative Code, Title 5, Article 13.1, "Work Experience Education," Section 115.20, "Approved

Plan Required," specifies the information that must be included in the plan (see Appendix A).

Copies of the plans of operation from high school districts should be sent to the Bureau of Secondary Education; and from junior college districts to the Bureau of Junior College Education. When major amendments are made to the original plan, such amendments must be adopted by the governing board of the district and submitted to the State Department of Education for approval.

It is suggested that copies of the approved plan of operation be provided for all school personnel involved with the program and for advisory committee members. Keeping those involved apprised of all aspects of the program should better ensure the program's success.

Guide for Preparing a Plan of Operation

The following is a suggested outline for preparing a plan of operation for a business work experience education program:

1. The criteria to be observed by a school district and incorporated into its application are based upon the following references:

    a. California Education Code 1963. Sections 8351-8358*

    b. California Administrative Code, Title 5, Sections 115.20-115.26* *(May be found in Appendix A)

2. Submit application to the California State Department of Education, Chief, Bureau of Secondary Education, or Chief, Bureau of Junior College Education, whichever is appropriate. This application should be submitted one (1) month before the program begins.

3. Include in the application:

    a. Official name of the school district, with address.

    b. Name of the chief administrative officer.

    c. Date on which the governing board of the district officially adopted the proposed plan for the business work experience education program.

    d. Name of the person, with position title, submitting application to the State Department of Education.

    e. School year in which the proposed program, if approved, is to be in operation.

4. Describe the type of business work experience education

program to be conducted. (See California Administrative Code, Title 5, Sec. 115.20, "Approved Plan Required.")

5. **State the amount of credit toward graduation earnable by students for their work experience (See California Administrative Code, Title 5, Sec. 115.22, "School Credit").**
   a. **Give information concerning the amount of school credit that will be granted for work experience.**

   b. **Indicate for junior college students the ratio between the number of hours employed and credit to be granted.**

6. **Explain the qualifications of students to be selected for the business work experience education program (See California Administrative Code, Title 5, Sec. 115.23, "Pupil Qualifications") with particular reference to the following:**

   a. **Procedures for recruiting students.**

   b. **Criteria to be used in selecting students.**

   c. **Parental approval for enrollment (for high school students only).**

   d. **Vocational guidance services available to students.**

7. **Give specific statement of plan for supervision of students, in accordance with California Administrative Code, Title 5, Section 115.24 "Supervision." Also include information on the workload of the teacher coordinator by indicating the following:**

   a. **Approximate number of students to be enrolled in the program.**

   b. **Number of class hours to be assigned for classroom teaching.**

   c. **Number of class hours to be assigned for coordination purposes.**

8. **State records to be maintained by the district (See California Administrative Code, Title 5, Section 115.25 "Records").**

9. **State factors to be considered in the selection of training stations (See Title 5, Section 115.26 "Selection of Work Stations").**

10. **Indicate the role of the Advisory Committee.**

11. **State the title of the administrative person in the school to whom the teacher coordinator will report.**

E. PROMOTING THE PROGRAM

A well-planned program of publicity in the initial stages of organizing the business work experience education program will contribute to winning the support of school personnel, community groups, and students for the programs.

It is suggested that after the teacher coordinator has been hired, the superintendent of schools or principal send a letter of introduction to persons who have expressed interest in the program and provide the newspapers and other news media with publicity about the teacher coordinator and the program. A sample letter of introduction may be found in Appendix B, Form 5.

The teacher coordinator has the major responsibility for developing and conducting a campaign to promote the program. Such a campaign would include the use of newspapers, radio, and TV; talks to school personnel, civic and business groups, and students; and the distribution of brochures describing the objectives of program and its operation. Personal interviews with businessmen who have indicated an interest in the program serve as a vital part of the campaign.

After the program has been established, the maintenance of good public relations is vitally important. The teacher coordinator must constantly keep the public aware of the objectives of the programs and the progress of the programs. The activities and accomplishments of students provide excellent background material for news releases. The student, while serving the public at his training station, can also assist in creating a favorable image of the program in the eyes of the public.

The cooperation and support of the administrative and instructional staff is essential to the continued success of the program; therefore, the teacher coordinator should keep these individuals informed of the progress and activities of the program. Written monthly and annual reports should be prepared for selected staff members as a matter of policy. A special effort should be made to keep the counseling staff informed continuously regarding the accomplishments of students on their jobs.

Guide for Promoting the Business Work Experience Education Program

The following suggestions are offered to assist the teacher coordinator with his plan for promotional activities. However, he should first explain his proposals to the principal and seek approval before implementing them.

1. Use student speakers to explain the program to the student body and to business, labor, civic and parent groups.

2. Prepare posters and displays for use in school and coordinate these promotional activities with other school events such

as career days, National Education Week, Back to School Night and Public Schools Week.

3. Plan and schedule, if possible, an assembly for the entire student body to explain the purposes of the program and the requirements for enrollment.

4. Develop and use audio-visual materials to explain the benefits of the program to students, faculty, and community groups.

5. Plan and sponsor employer-employee banquets.

6. Periodically prepare news articles for the local and school papers.

7. Assist employers in securing temporary and seasonal part-time help.

8. Join community civic groups and serve on their education committee.

9. Work cooperatively with the State Department of Employment and community groups interested in youth.

10. Prepare and distribute promotional brochures.

III. The Related Instruction Program

A. Program Planning

If students are to obtain the educational benefits from business work experience education indicated in chapters 1 and 2, their job experiences should be supplemented by and correlated with formal classroom instruction in school on a regularly scheduled basis, or by equivalent instruction scheduled at intervals throughout the semester, or by other types of related activities. Such related instruction is a part of the business work experience program and takes place during the semester in which the student is enrolled in the program and is working on the job. Making provisions for such instruction is of major importance as plans are developed. Decisions must be made concerning course content and instructional materials, types of projects to be assigned students, and the acquisition and arrangement of classroom facilities.

Nature of the Course Content

The content of the classroom instruction differs according to the business occupational goal of the student. For example, a student who is employed in an office will need to understand the techniques of office practice, including those understandings and skills which are required of office workers. The classroom instruction for persons who are employed in a sales position or in the distributive or marketing occupations should emphasize the basic principles undergirding our marketing system and especially emphasize correct usage of mathematics, English, and speech.

The classroom instruction for all students who are employed in the business occupations should stress the following: employer-employee relationships, techniques of applying for a job, development of good work habits, personal grooming, development of responsibility, occupational information, the value and use of money, laws and regulations affecting the workers, social security, income tax, banking, insurance, community service, and the like.

B. The Office Occupations Curriculum

Office education is a broad program of instruction that incorporates the application of many skills and understandings. The number of positions in the office area are many and varied ranging from entry level office positions to office management responsibility. The office education program should not only be designed for persons who are seeking entry employment, but for those who need preparation for advancement for more responsible positions in the office occupations.

In California, office education is offered by high schools and junior colleges, and in the adult education program. The program offered by the high schools is designed to provide, through specialized instruction, opportunities for students to obtain employment in a wide range of office occupations ranging from file clerk to stenographer. The program offered by the junior colleges is two phased. The first phase is to provide a program similar to that offered on the high school level for students who have not or could not avail themselves of the high school program. The second phase is to provide specialized learning experiences that enable a student to build upon the skills and competencies already acquired in high school. By maintaining, improving, specializing, and directing these previously acquired competencies, a junior college program of instruction will enable a student to enter a vast array of office occupations at a higher level than was previously possible.

Regardless of the level of instruction, there are occupational competencies that are essential for successful employment in any office occupation. The degree to which these competencies are demonstrated by the individual on the job will determine his ability to advance in the office occupation of his choice.

Technical Skill Competency

The development of technical skill competency should be related to the occupational goal of the student. The student who wishes to obtain employment in a secretarial occupation will have to possess ability to develop typing, shorthand, and allied skills required in this occupation whereas the student who wishes to become a file clerk will not require the same degree of skill development.

Social Competency

Office occupations, in the most part, are "group oriented." The ability of individuals to work well with others is a necessary requisite. Because of this human relations, personal traits, attitude, and appearance play an important part in the success of persons employed in the office occupations.

Basic Skills Competency

Oral and written communication skills along with the ability to perform arithmetic computation are requisites for employment in almost any office occupation. Weaknesses that exist in these areas should be overcome through specialized instruction. Additionally, the office education instructional program should provide for the application of these skills to situations unique in the office occupations.

C. The Distributive Occupations Curriculum

Distributive education is a program of instruction in merchandising, marketing, and management for persons planning careers in the field of distribution and for persons already employed in the distributive occupations.

In California, distributive education is offered by high schools and junior colleges and in the adult education program. The program offered by the high school is designed to provide opportunities for students to prepare through some specialized instruction for entry jobs in the field of distribution; the ones offered by the junior colleges are to provide specialized instruction for employment in a distributive occupation. Due to changes taking place in marketing and innovations in merchandising of many goods and services, there has been some change in the competencies needed by individuals to gain and maintain employment in the field of distribution. It is vital that distributive education instructional programs be revised in light of these changes. Several occupational competencies have been identified as essential for successful employment in the field of distribution. The degree to which these competencies are demonstrated by the individual on the job will determine his ability to advance in the distributive occupation of his choice. Certain of the required competencies are discussed below:

Marketing Competency

The development of the marketing competency should include the study of selling and buying operations, sales promotion, business management, and the role of the consumer in the marketing process. Although his responsibility may center on one function of marketing, a well-informed employee in the field of distribution should have an understanding of all the marketing functions and how the marketing system operates in the free enterprise economy.

Technology Competency

Much of the success that the employee enjoys in the field of distribution depends on his knowledge of the goods and services he is helping to merchandise. He needs to understand the need of the technological relationship of distributive education to the other vocational education services of agricultural, industrial, and home economics education.

Social Competency

The distributive occupations are characterized as "people-oriented." Therefore, human relations, personal traits, appearance, and attitudes play an important part in the success of persons employed in the field of distribution.

Fundamental Skill Competency

Oral and written communication and the ability to use the arithmetical processes are requisites for employment in almost any distributive occupation. Students should be encouraged to enroll in classes that will assist them to overcome their weaknesses in these subjects. The distributive education instructional program should include the application of these skills to situations unique to the field of distribution.

IV. CONDUCTING COORDINATION ACTIVITIES

The success of a business work experience education program can be directly attributed to the teacher coordinator's ability to plan and conduct those coordination activities necessary for the development and operation of the program. These activities include the making of coordination calls, selecting training stations, preparing training agreements, selecting students, evaluating students' work performance, keeping and maintaining records, and evaluating the program.

A. MAKING COORDINATION CALLS

Most of the coordination calls made by the teacher coordinator will be on the student's employer regarding his training. These calls should be made for a specific reason and in a professional manner. They include:

1. Becoming familiar with the duties being performed by the student.
2. Observing and evaluating the student's work performance.
3. Discussing with the employer the student's training assignments.
4. Securing instructional materials, equipment, and suggestions

to aid in making the related instruction more effective and meaningful.

5. Becoming familiar with new business practices.

6. Securing new training stations.

7. Ensuring that the student is not exploited.

8. Handling misunderstandings between the employer and student.

Many factors must be taken into consideration in deciding how often the teacher coordinator should call on an employer. Such considerations as the employer's attitude toward the coordinator's calls, the success of the student in performing his assigned duties and responsibilities, the geographical location of the training station, and the quality of instruction that the student is receiving have a direct influence in determining the frequency of calls made on an employer.

It is suggested that the teacher keep a record of his coordination calls and the reasons for making them. A monthly report of these calls should be prepared for the principal of the school.

Guide for Conducting Coordination Calls

It is strongly urged that the teacher coordinator plan his coordination calls to ensure maximum benefits from his visits. The following is a guide that should prove valuable in planning these calls:

1. Make visits at a time convenient for the employer.

2. Group coordination calls by geographic areas to save travel time.

3. Make clear to the employer the purpose of the visit.

4. Plan the interview in advance.

5. Evaluate the business as well as the student.

6. Keep the interview on a businesslike, professional basis.

7. Make a record of the interview.

8. Record the employer's comments on student's performance.

9. Determine the frequency of visits by the needs of each student, the distance to be covered, and the number of students in the program.

10. Avoid interfering with the student's performance of his duties.

11. Remember that much of the information that the teacher coordinator gathers is confidential.

12. Be alert to possibilities for good public relations in the community.

13. For promotional purposes, visit businesses where students are not employed.

14. Do not overburden employers with student employee records.

15. Use self-addressed cards or envelopes in correspondence.

B. SELECTION OF TRAINING STATIONS

A key factor in Business Work Experience Education Programs is the selection of Training Stations in which students receive on-the-job training.

The importance of securing good training stations cannot be overestimated. If the purposes of business work experience education programs are to be accomplished, and students are to obtain quality training, training stations must be selected with care. The California Administrative Code, Title 5, Article 13.1, "Work Experience Education," Section 115.25, "Selection of Work Stations" lists several criteria for the selection of training stations. (See Appendix A.)

These training stations are for the purpose of supplementing in-class instruction and are not merely a mechanism for the student to earn spending money.

The following sources may be of assistance in identifying training stations:

1. Operating business firms
2. Chamber of Commerce
3. Civic organizations and service clubs
4. Department of Employment
5. Union representatives
6. Members of the advisory committee

In his search for training stations the teacher coordinator may have to make several coordination calls on one employer to explain the purposes of the program, how it operates and to solicit his cooperation. The community survey will provide the teacher coordinator with some indication of the business firms that are interested and willing to participate by employing students.

Some students may be already employed prior to their enrollment in the program. It is the responsibility of the teacher coordinator to visit the employer and discuss the program with him and to determine if the business firm would be a suitable training station.

Guide for the Selection of Training Stations

The following factors should be considered by the teacher coordinator in the selection of a business as a training station:

1. Does the employer have a clear understanding of the objectives of the program?

2. Is the employer willing to provide the student with a variety of learning experience, not merely part-time employment?

3. Will the student's assignments be within the range of his ability but at the same time difficult enough to provide a challenge?

4. Does the business firm have an acceptable reputation in the community?

5. Will the wages paid the student be comparable to those paid other beginning workers?

6. Is the business accessible to students in terms of location and transportation facilities?

7. Is the business currently observing all state and federal laws in regard to the employment of minors?

8. Is the equipment used by the business reasonably modern and in good condition?

C. PREPARING THE TRAINING AGREEMENT

When a student is placed at a training station, it is advisable that a training agreement be prepared to prevent any misunderstanding about the conduct of the program. The agreement should state the program's aims and objectives, and the responsibilities of the employer, the school, the student, and the parents in its operation.

Prior to requesting the various parties to sign the agreement, the teacher coordinator should make sure that they have a clear understanding of all the aspects of the program.

A training agreement usually includes the following points:

1. The duties of the student.

2. The average number of hours the student will be employed.

3. The responsibilities of the student:

   a. Notifying the employer in case of unavoidable absence.
   b. Keeping the rules and regulations of the training station.
   c. Observing business etiquette.
   d. Cooperating with the training sponsor.
   e. Attending school regularly.

4. The responsibilities of the employer:

   a. Training and supervising the student.
   b. Providing the student with a variety of learning experiences.
   c. Provision for meeting legal requirements of employment.

5. The responsibilities of the school:

   a. Provision of adequate coordination.
   b. Providing the student with learning activities coordinated with on-the-job training.

A sample training agreement is shown in Appendix B, Form 9.

D. SELECTING THE STUDENTS

The careful selection of students for the business work experience education program is vitally important to the success of the program. The person responsible for this coordination activity rests with the teacher coordinator, working in close cooperation with the counseling staff.

Before any student is admitted into the program they should be interviewed by the teacher coordinator. This will give the teacher coordinator an opportunity to secure information about the student, his school activities and his occupational and educational goals. The student's counselor and teachers should also be consulted to obtain more pertinent information about the student.

Several factors should be considered in the selection of a student for the program. These include his career objective, health, maturity, personality, school attendance and scholastic record. Special attention should be given to the student's achievement in course work related to his occupational goals.

Guide for Selecting Students

The teacher coordinator should ask himself the following kinds of questions about the student before making his final decision to admit him to the program.

1. Is the student 16 years of age or older?
2. Has the student selected a business occupation as his career objective?
3. Does the student have his parents' consent to enroll in the program? (Note: The California Administrative Code, Article 13.1, "Work Experience Education," Section 115.23, "Pupil Qualifications" requires that high school students have the consent of their parents.)
4. Has the student successfully completed a sufficient number of business courses to enable him to profit from the training he will receive at his training station?
5. Does the student have satisfactory scholastic and attendance records?
6. Will enrollment in this program make a more significant contribution to this student's vocational future than enrollment in other course work?

Compliance with Labor Laws

Minors between 16 and 18 years of age, who are required to attend school must have a PERMIT TO WORK. These permits are issued by school authorities. Reference should be made to California Education Code, Sections 12101 through 12307, and California Labor Code, Section 1299.

Information concerning the legal requirements for wages, hours, and working conditions for women and minors in variety of occupations may be obtained from the Department of Industrial Relations, Division of Industrial Welfare.

E. EVALUATING THE STUDENT

Evaluation of student's progress should be made on a regular, systematic basis in cooperation with the student's employer or sponsor. The teacher coordinator may find that employers will make a more thorough evaluation of the student's work if they are provided with an evaluation sheet or rating form. Using a rating form has two advantages: First, all the points the teacher coordinator needs to know about are listed, so none will be overlooked; and, second, the rater can fill out the form at his convenience, when he has the time to give it serious consideration. This rating of the student's performance should be done by the person most familiar with the student's work--the employer or training sponsor. It is the teacher coordinator's responsibility to explain the use of the evaluation sheets to the rater and to explain the use of the evaluation sheet to rate the student in relation to other beginning workers and not more experienced workers. A sample of a Student Training Progress Report can be found in Appendix B, Form 12.

It is generally desirable that a written evaluation of a student's progress be made at least once during each half semester. More common practice is for two or three such ratings to be made each semester. Frequent evaluation is valuable because it gives the teacher coordinator an opportunity to observe facets of the student's performance that should be corrected or improved and, in turn, to devote time either in class or in student conferences to accomplishing necessary correction or improvement. It is important that each student has an opportunity to go over his rating with the teacher coordinator each time one is made.

The teacher coordinator has the responsibility for evaluating the student's work, both on the job and in the related instruction. On the basis of this evaluation, the teacher coordinator assigns grades and awards credit for the achievements of the student.

In some cases he may give one grade for student's work on the job and another for related instruction; in others, only one grade may be given.

Those making any evaluation of student's performance in a business work experience education program should obtain information concerning certain areas of his training. Some of these areas are:

1. Personal appearance
2. Attendance and punctuality
3. Cooperation and dependability
4. Volume of work produced
5. Quality of work produced
6. Knowledge of required skills and related information
7. Observance of rules and regulations
8. Ability to maintain good employer and co-worker relations
9. Attitude toward training assignments
10. Ability to follow instructions.

Students should receive credit toward graduation for both classroom instruction and their work experience. The amount of credit they receive for the training varies with the policy of each school district. Although there are no regulations concerning the minimum amount of credit that may be granted, the maximum number of credits has been designated by regulations of the State Board of Education, and appear in the California Administrative Code, Title 5, Article 13.1, "Work Experience Education," Section 115.22, "School Credit." (See Appendix A.)

F. CONDUCTING STUDENT CONFERENCES

The teacher coordinator should schedule a part of his coordination time for conducting student conferences. These conferences provide the students with an opportunity to discuss the problems that they encounter at their training stations and receive assistance in meeting them. The frequency of these conferences will depend upon the needs of the student and the amount of supervision that they receive from their employer.

Conferences should be held, also, by the teacher coordinator to review student's performance on the job. The basis for these conferences should be the employer's evaluation reports and the teacher coordinator's discussions with the employer. If it is appropriate, the teacher coordinator may suggest to the student ways he can improve his job performance. The frequency of such "problem" conferences will depend upon the needs of the student and the amount of supervision that they receive from their employer.

A record of each student conference should be kept by the teacher coordinator to aid in planning future conferences and in reviewing his guidance activities.

An example of a Visitation and Student Conference Report can be found in Appendix B, Form 11. These reports should be kept in the student's folder.

The student may receive also assistance in solving problems he encounters at his training station in the classes where instruction is related to the job he is performing.

Occasional three-way conferences between the student, the training sponsor, and the teacher coordinator to discuss progress and plan future training can also be very valuable.

G. MAINTAINING RECORDS

Districts conducting business work experience education programs should keep complete records of the student's performance on the job and in the related classes. Such records are based on reports made by the employer and teacher coordinator. One criterion of a successful program may well be the adequacy and regularity with which reports are made and the system by which records are maintained.

The California Administrative Code, Title 5, Article 13.1 "Work Experience Education," Section 115.25, "Records," states that the district shall maintain certain records. (See Appendix A.)

A record should be kept of the related classes in which the student is enrolled, the amount of credit awarded for work experience, the total number of verified hours worked, and a brief explanation of the training received, unless its nature is well known. The teacher coordinator's reports should include information concerning the student's attitudes, aptitudes, and quality of work. It is recommended that a record of a student's work experience education training be entered on his permanent cumulative record.

It is suggested that the teacher coordinator prepare a record folder for each business work experience education student. This folder should contain the information required by the California Administrative Code. An arrangement of this folder may be found in Appendix B.

H. CONDUCTING FOLLOW-UP STUDIES

The justification of the business work experience education program is primarily based on the number of students which enter successful employment in the business occupations for which they have been prepared.

The information and other valuable data can be secured by follow-up studies of graduates. These studies, repeated at regular intervals, can produce invaluable data for the improvement of the program. Students should be informed of the purposes and values of these studies and be urged to cooperate by completing the questionnaire sent to them at a later date.

The purposes of the follow-up study are to:

1. Provide an analysis of graduates of the program to determine the number--
    a. Employed in business occupations
    b. Attending a junior college
    c. Attending a four-year college or university on a full-time basis
    d. Employed part-time in a business occupation
    e. Serving in the military services
    f. Unemployed
    g. Falling into other categories
2. Determine the types of business occupations in which the graduates are employed.
3. Determine the nature of the duties and responsibilities involved in the business occupations of the graduates.

4. Provide guidance information concerning job opportunities in the business occupations.

5. Provide information concerning the strengths and weaknesses of the business work experience education program based on opinions of program graduates.

6. Provide information concerning the success, progress, and advancement of program graduates.

7. Provide information for the evaluation and improvement of the business work experience education program.

The mailed questionnaire is the most commonly used device in conducting follow-up studies. A second letter or postcard should be sent to all those who do not return the questionnaire within a reasonable length of time--two or three weeks. Follow-up inquiries may also be made by telephone in the case of local residents. A sample of a follow-up questionnaire can be found in Appendix B, Form 7.

V. PROGRAM EVALUATION

Periodic formal evaluation of the business work experience education program is necessary in order to:

1. Maintain high standards and a sound program.

2. Determine areas where improvements could be made.

3. Determine if the program is meeting standards and criteria established by the California Administrative Code, Title 5, Article 13.1, Work Experience Education.

Formal evaluation of the program should take place once each year. Informal evaluation is taking place during the period of program development and during the operation of the program.

During the development stage when the training stations and students are being selected, informal evaluation is taking place. In addition, the teacher coordinator is constantly receiving informal evaluation of the program from the employers, the students, the parents, and school personnel.

In evaluating the progress and success of the business work experience education program, the following principles should be applied:

1. The evaluation should consider the age and maturity of the program.

2. The evaluation should be in terms of the program's effectiveness in meeting the objectives of the local program.

3. The evaluation should be in terms of the program's effectiveness in preparing the students for their career objectives.

4. The evaluation should be in terms of the local environment.

5. The evaluation should consider the program as a whole, not as isolated segments, in the final analysis.

Any evaluation of a business work experience education program should evolve around the following questions:

Aims and Objectives

1. Has a plan of operation been developed setting forth the philosophy and objectives of the program?
2. Is the program evaluated periodically in terms of these objectives?
3. Are the objectives reviewed and adjusted periodically, as changes occur, in terms of community and student need?

Coordination

1. Does the teacher coordinator's schedule provide sufficient time for coordination activities?
2. Does the teacher coordinator use this scheduled coordination time only for coordinating purposes?
3. Does the teacher coordinator plan his time carefully and develop a realistic schedule for coordination that he can follow?
4. Does the teacher coordinator visit each training station and observe the student while he is at the training station?
5. Does the employer and the teacher coordinator work together in close cooperation?
6. Is there regular contact by the teacher coordinator with the student's employer in order to learn of the student's training progress?
7. Does the teacher coordinator keep a record of his coordination activities?
8. Does the teacher coordinator keep records of each student's performance and progress on the job?
9. Does the teacher coordinator use the records of student's performance and progress as a basis for both classroom instruction and conference with students?

10. Is there a regular evaluation by the teacher coordinator and employer of the student's training progress?

11. Does the teacher coordinator have the personal leadership qualities necessary to unite effectively school and community groups in support of the program?

12. Does the teacher coordinator participate actively in school and community activities?

13. Is the teacher coordinator respected by the students and faculty?

Training Stations

1. Are employers briefed carefully concerning the purposes of the business work experience education program and of the training station?

2. Has a training agreement been drawn up and discussed with the employer, student, and parents?

3. Are training stations selected on the basis of whether or not their facilities provide adequate training opportunities?

4. Does the training station provide an opportunity for well-organized, varied learning situations?

5. Are the legal requirements that are concerned with the employment of students met?

Instructional Program

1. Does the classroom instruction include a variety of teaching methods and techniques such as conferences, lectures, films, panel discussions, student reports, and individual and group projects?

2. In the planning of instruction, is full advantage taken of community resources by such activities as providing visits to local businesses and appearances of community leaders before the class?

3. Are the students' individual problems given attention?

4. Is information presented concerning the basic skills and attitudes that are common to all persons employed in the business occupations?

5. Does the teacher coordinator use suitable instructional materials in the classroom?

6. Are reports made by the employer and teacher coordinator

used as a basis for classroom instruction and conferences?

7. Are the students given an opportunity to participate in the evaluation of the program?

8. Is there an effort made to provide instruction for each student directly related to his specific job situation?

9. Are the standards of achievement demanded in the related classes comparable with those of entry business occupations?

10. Are course sequences enough to prepare students for employment upon finishing a sequence of courses?

The Advisory Committee

1. Has an advisory committee made up of school and community representatives been appointed?

2. Does this committee function actively?

3. Has this committee been used to assist in the formulation of the philosophy and objectives of the program?

4. Has this committee been used to assist the teacher coordinator in locating training stations?

5. Does the teacher coordinator furnish leadership for the committee and help plan the agenda for its meetings?

6. Are the school administrator and the teacher coordinator actively involved in the operation of the advisory committee?

7. Does the committee take an active part in the operation of the program?

Public Relations

1. Has the program been adequately publicized and promoted among various community organizations?

2. Have the objectives, philosophy, and operation of the program been publicized with the entire faculty in an effort to build genuine understanding?

3. Are the written objectives and operating procedures of the program made available or presented to parents of potential students?

4. Are the administrators and guidance counselors informed of the program and of its place in the total school program?

5. Is the program publicized periodically in community and school publications?

6. **Is the program respected by the community, the school, and the parents?**

7. **Is there a well-planned program of public relations that includes the use of such media as newspapers, radio, television, movies and films, brochures and leaflets, talks to various community groups, and exhibits and displays?**

Records and Reports

1. **Does the teacher coordinator have access to, and use, complete student records, including tests, grades, attendance and health records, and other available data?**

2. **Are suitable forms used for recording each of the various coordinating activities?**

3. **Does the teacher coordinator prepare a record of his coordination activities and present it periodically to selected school administrators?**

4. **Does the teacher coordinator keep systematic records of all the activities and the performance of each student at his training station and in the control class?**

5. **Is the student's training performance evaluated periodically by the employer?**

6. **Is the employer furnished with an evaluation device for use for this purpose?**

7. **Does the school maintain as part of the student's cumulative record complete information concerning the student's activities?**

Student Follow-Up

1. **Is there an organized system of follow-up of each former student?**

2. **Are the findings of follow-up activities recorded and reported to the school administration, faculty, and advisory committee?**

3. **Is an effort made to adjust the business work experience education program on the basis of findings of follow-up activities?**

V. SERVICES OF THE BUREAU OF BUSINESS EDUCATION

The Bureau of Business Education maintains a staff in three regional offices to assist the school districts with their business education programs. These offices are located in Sacramento, Oakland, and Los Angeles.

A. Services and Responsibilities

The staff of the Bureau perform the following services to aid school districts in the development, promotion, and improvement of their programs. Some of these services and responsibilities include:

Plan, Promote, and Develop Effective Programs in Business Education

1. Plan with school districts to develop sound programs in office and distributive education.
2. Provide instructional and promotional materials.

Improve Instruction in Business Education

1. Plan and conduct regional workshops and state conferences in office and distributive education.
2. Provide consultative services to schools regarding curriculum and program development in business education.
3. Prepare publications and instructional materials.

Determine and Interpret Training Needs of Business Occupations

1. Maintain business contacts to obtain information necessary to advise schools offering appropriate content in their business education programs.
2. Interpret and make available to school personnel statistical data related to the changing needs of our labor force.

Provide In-service and Pre-service Business Education Teacher Training

1. Plan and conduct in-service teacher training programs in business education.
2. Provide supportive and coordination activities in pre-service business education teacher training.

Plan, Coordinate, and Conduct Research in Business Education

1. Identify and encourage needed research projects in business education.

2. Plan with school districts, and other agencies for the development of research designs in business education.
3. Prepare and disseminate research information with implications for business education in California.

Implement the California State Plan for Vocational Education

1. Supervise and maintain standards in funded business education programs conducted in accordance with the California State Plan for Vocational Education.

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APPENDIX A

LEGAL AUTHORIZATIONS GOVERNING WORK EXPERIENCE EDUCATION

LEGAL AUTHORIZATIONS GOVERNING WORK EXPERIENCE EDUCATION

In California, recognition of work experience education and authorization for the operation of such programs appear in the California Education Code and in the California Administrative Code.

The California Education Code

The California Education Code, Division 7, Chapter 4, Article 4, Work Experience Education, sections 8351 through 8358 states:

8351. The governing board of any district maintaining a high school or junior college may:

(a) Provide for the instruction of pupils in the skills, attitudes, and understandings necessary to success in employment by means of courses of work experience education as provided in this article (commencing at Section 8351).

(b) Provide for guidance and supervision procedures designed to insure maximum educational benefit to students from placement in suitable work experience education courses.

(c) Provide for arranging, approving, coordinating, and awarding credit for work experience education courses, and for those purposes employ instructors, coordinators, and other necessary personnel.

8352. The State Board of Education shall establish standards for work experience education, including but not limited to, the following:

(a) Selection and approval of work stations.
(b) Supervision of pupils.
(c) Credit allowable for work experiences.
(d) Guidance procedures related to work experience education.

8353. The Department of Education shall adopt such rules and regulations as are necessary to implement the standards set by the State Board of Education, so as to maintain the educational purpose and character of work experience education.

8354. All laws or rules applicable to minors in employment relationships are applicable to students enrolled in work experience education courses.

8355. Work experience education as authorized by this article... includes the employment of pupils in part-time jobs selected or approved as having educational value for the students employed therein and coordinated by school employees.

8356. Work experience education involving apprenticeable occupations shall be consistent with the purposes of Chapter 4, Division 3, of the Labor Code and with standards established by the California Apprenticeship Council.

8357. The governing board of any school district which maintains one or more high schools or junior colleges may provide for the establishment and supervision of work experience education programs in contiguous areas outside the district.

8358. Notwithstanding any provisions of this code or the Labor Code to the contrary, the school district under whose supervision work experience education is provided shall be considered the employer under Division 4 of the Labor Code of persons receiving such training unless such persons during such training are being paid a cash wage or salary by a private employer...or unless the person or firm under whom such persons are receiving work experience elects to provide workman's compensation insurance (Added by Stats. 1961, ch. 1798, amended by Stats. 1963, ch. 262).

The California Administrative Code

In addition to the authorization for work experience education found in the California Education Code, regulations governing programs of this type are found in the California Administrative Code, Title 5, Education, sections 115.20 through 115.26. They were approved by the California State Board of Education on July 10, 1958, and became effective for the 1958-59 school year. These regulations read as follows:

Article 13.1. Work Experience Education

115.20. Approved Plan Required. Any program of work experience education conducted by the governing board of a school district, hereinafter in this article called "the district," pursuant to Education Code Sections 8351 through 8357 shall conform to a plan adopted by the district and submitted to, and approved by, the State Department of Education. The plan shall set forth a systematic design of work experience education whereby young people, while still enrolled in school, will gain realistic employment experience through part-time work. Among other things, the plan submitted shall contain the provisions:

(a) A statement that the district has officially adopted the plan subject to approval of the State Department of Education.

(b) A specific description of the respective responsibilities of the school, the pupil, the employer, and other cooperating agencies in the operation of the program.

(c) A statement that the district will:

(1) Provide appropriate and continuous guidance service to the pupils throughout their enrollment in the work experience education program.

(2) Assign a sufficient number of qualified certificated personnel to direct the program and to coordinate jobs held by pupils with the school curriculum.

(3) Make certain that work done by pupils is of a useful educational nature.

(4) Ascertain, through the appropriate enforcement agency, that applicable federal, state, and local laws and regulations are followed.

(5) Evaluate, with the help of the employer, work done by a pupil, award credit toward graduation for work successfully accomplished, and enter pertinent facts concerning the pupil's work on the pupil's cumulative record.

(6) Provide necessary clerical and instructional services.

Note: Authority cited: Sections 8352 and 8353 ... , Education Code.

History: 1. New Article 13.1 (115.20 through 115.26) filed 7-18-58; effective thirtieth day thereafter (Register 58, No. 13).

. . . .

115.21. Classifications of Work Experience Education. Work experience education is a district-initiated and district-controlled program of education consisting of one or more of the following types:

(a) Exploratory Work Experience Education, having as its general purpose the vocational guidance of the pupil through affording him opportunities to observe and sample systematically a variety of conditions of work for the purpose of ascertaining his suitability for the occupation he is exploring. There is no intent to teach production skills of any kind.

(b) General Work Experience Education, having as its purpose the supervised part-time employment of pupils with the intent of assisting them to acquire desirable work habits and attitudes in real jobs. The part-time job held by a pupil need not be related to the occupational goal of the pupil.

(c) Vocational Work Experience Education, having as its purpose the extension of vocational learning opportunities for the pupil through part-time employment in the occupation for which his course in school is preparing him.

115.22. School Credit. The district shall grant to a pupil for the satisfactory completion of work experience education credit in an amount not to exceed:

(a) In High Schools, a total of 40 semester periods made up of one or a combination of two or more of the following types:

(1) For Exploratory Work Experience Education: Five (5) semester periods for each semester, with a maximum of ten (10) semester periods earned in two semesters.

(2) For General Work Experience Education: Ten (10) semester periods for each semester with a maximum of twenty (20) semester periods.

(3) For Vocational Work Experience Education: Ten (10) semester periods for each semester with a maximum of forty (40) semester periods.

(b) In Junior Colleges, a total of 16 credit hours made up of one or a combination of two or more of the following types:

(1) For Exploratory Work Experience Education: Three (3) credit hours per semester with a maximum of one semester.

(2) For General Work Experience Education: Three (3) credit hours per semester with a maximum total of six (6) credit hours.

(3) For Vocational Work Experience Education: Four (4) credit hours per semester with a maximum total of sixteen (16) credit hours.

115.23. Pupil Qualifications. In order to qualify for participation in the work experience education program, a pupil shall:

(a) Have attained junior standing in high school or 16 years of age, except that, with specific authorization by the principal, individual pupils with exceptional needs who are 15 years of age may be enrolled.

(b) Be a full-time pupil. For the purposes of this section, a full-time pupil means one of the following:

(1) A legally indentured apprentice or a continuation pupil, regardless of the number of subjects or the secondary school in which he is enrolled.

(2) A high school pupil enrolled in four or more subjects, including work experience education as one of such subjects.

(3) A junior college pupil enrolled in 12 or more credit hours, including the credit hours for work experience.

(c) Have, if a high school pupil, parental or guardian approval.

(d) Have the approval of the school guidance service to enroll in the work experience education chosen.

(e) Have a vocational or educational goal to which the work experience education chosen will, in the opinion of the district, contribute.

115.24. Supervision. In carrying out its plan for work experience education, the district shall, in addition to meeting the requirements of Section 115.20, provide sufficient services for initiating and maintaining work stations, for coordinating the program, and for supervising the pupils, including but not being limited to:

(a) On-the-job observation of the pupil.

(b) Consultation with the employer.

(c) Written evaluation of the student's progress.

(d) Consultation with the student.

In the case of legally indentured apprentices, the requirements of this section shall not be deemed to prevent collaboration between the school administrators and the Joint Apprenticeship Committee in order to avoid duplication of supervisory services.

115.25. Records. The district shall maintain records which shall include:

(a) A record of the type of work experience in which each pupil is enrolled, where he is employed, and the type of job held.

(b) A record of work permit issued if applicable.

(c) The employer's report of pupil attendance and performance on the job.

(d) The supervisor's report of his observations of the pupils.

(e) The supervisor's report of his consultations with employers.

(f) The supervisor's rating of each pupil, including grade.

115.26. Selection of Work Stations. In selecting and approving a work station for an individual pupil, the district shall observe the following criteria:

(a) The employer is in sympathy with the educational objective of providing work experience for the pupil.

(b) The employer knows of the intent and purpose of the work experience education program.

(c) The work station offers a reasonable probability of continuous employment for the pupil during the work experience period for which he is enrolled.

(d) The employer has adequate equipment, materials, and other facilities to provide an appropriate learning opportunity.

(e) Overall desirable working conditions prevail which will not endanger the health, safety, welfare, or morals of the pupils.

(f) The employer will provide adequate supervision to insure a planned program of the pupil's job activities in order that the pupil may receive maximum educational benefit.

(g) The employer, as required by law, will provide adequate compensation insurance.

(h) The employer will maintain accurate records of the pupil's attendance.

APPENDIX B

Suggested Forms

APPENDIX B

SAMPLE FORMS

Form Number	Form Title / Purpose of Letter
1	Student Interest Questionnaire
2	Business Occupations Questionnaire
3	Business Occupations Questionnaire - Letter of Transmittal
4	Advisory Committee - Letter of Appointment
5	Teacher Coordinator's Letter of Introduction
6	Follow-up Study - Letter of Transmittal
7	Business Work Experience Education - Student Follow-up Questionnaire (2 examples)
* 8	Student Application
* 9	Training Agreement
*10	Student's Weekly Report
*11	Visitation and Student Conference Report
*12	Student Training Progress Report

(* It is suggested that these forms be kept in student's personal record folder.)

STERLING UNIFIED SCHOOL DISTRICT

Business Work Experience Education Program

Student's Personal Folder

Form Number ____

FRONT

STERLING UNIFIED SCHOOL DISTRICT
Business Work Experience Education Program

STUDENT INTEREST QUESTIONNAIRE

Personal

Name ____________________ Date ____________
Date of Birth ____________________ Female ____ Male ____
Home Room Teacher ____________________ Home Room No. ____
Counselor's Name ____________________

Educational Plans

Attend College: Yes ____ No ____
Tentative Major ____________

Attend business or trade school: Yes ____ No ____
Tentative career choice ____________________

Seek Employment: Yes ____ No ____
Occupational choice ____________

I am ____ (definitely interested in) ____ (would like more information about) the Business Work Experience Education Program.

(Please complete reverse side)

BACK

Occupational Experience

Presently employed? Yes ____ No ____

Name of firm ____________________
Number of hours per week ____________
Length of time employed ____________
Primary duties ____________________
____
____
SOURCE OF JOB INFORMATION ____________________

Previously employed? Yes ____ No ____

Name of firm ____________________
Primary duties ____________________
____
____
SOURCE OF JOB INFORMATION ____________________

Form Number ____

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California

Date

Mr. James Brown
Brown and Sons, Inc.
8575 Flower Street
Sterling, California

Dear Mr. Brown:

Your cooperation is urgently needed!

Our Sterling Unified School District is contemplating the establishment of a Business Work Experience Education Program to help prepare students for employment in the business occupations. In this education program both the school and the business firm cooperate in the training of the student.

We need to determine if there are a sufficient number of businesses which would be willing to cooperate by providing training stations for our students.

Perhaps you will want to discuss the program further; if so, please indicate on the questionnaire.

Won't you take the few minutes necessary to fill out this questionnaire and return it to me today?

Thank you for your cooperation.

Sincerely,

David Gordon
District Superintendent

DG:cs
Enc. Questionnaire

Form Number ___

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California

BUSINESS OCCUPATIONS QUESTIONNAIRE

Your firm's name will not be used in connection with your answers. The information furnished by you and other businesses will be used for statistical purposes only. However, if there are any questions which you do not wish to answer, please omit them.

Name of Firm ______________________ Date ______________

Address ______________________ Phone ______________

Type of Business ______________________________

How many employees of your firm are engaged in the following job classifications:

		Female	Male
Distributive: Sales, stock cashier, delivery, etc.	Full-Time	______	______
	Part-Time	______	______
Office: Receptionist, clerk-typist, stenographer, secretary, etc.	Full-Time	______	______
	Part-Time	______	______

Does your firm employ students on a part-time basis? Yes ___ No ___

Approximately how many new full-time employees (business occupations) do you hire each year? Female ________ Male ________

Does your firm prefer employing trained and experienced employees? Yes ___ No ___

List the three most important factors considered when hiring a new employee:

1. ______________________________
2. ______________________________
3. ______________________________

Does your firm contact the employee's high school/college for references? Yes ___ No ___

Would your firm be interested in hiring students enrolled in the Business Work Experience Education program? Yes ___ No ___

Would you like more information concerning the program? Yes ___ No ___

____
Name and Title of Official Representative

Form Number ____

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California

Date ____________

____

Mr. Lawrence B. Anderson, Manager
Acme Variety Stores
7609 West 9th Street
Sterling, California

Dear Mr. Anderson:

It is my pleasure to ask you to serve as a member of our Business Work Experience Education Program Advisory Committee. You have been selected because of your extensive background of experience and knowledge in the field of business. Your appointment has been approved by the Board of Education of the Sterling Unified School District for a period of one (1) year.

This vocational education program has been established to help prepare our students for careers in the business occupations.

Your acceptance of this appointment will be of great value to our school district. Through the activities of the members of this committee, assistance will be given to the promotion and acceptance of this program by the businessmen and other members of the community.

The first meeting will be held in my office on September 9 at 7:30 p.m., to review the purposes of the program and discuss some of the activities that might be undertaken by this committee.

Sincerely,

David Gordon
District Superintendent

DG:cs

Form Number ____

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California

Date

Mr. John Black
S. K. Greene Company
2683 Fifth Avenue
Sterling, California

Dear Mr. Black:

Sterling Unified School District is pleased to introduce Mr. Richard Dow, our new Business Work Experience Education Coordinator. The purpose of the Business Work Experience Education Program is to help prepare students for entry jobs in the business occupations. Employers are asked to cooperate by providing part-time employment for these students.

Mr. Dow will be contacting you soon to explain the purposes and the advantages of this program to you, the business man.

In the meantime, if you have immediate employment opportunities for part-time employees and wish to participate in our Business Work Experience Education Program, please contact Mr. Dow by calling 446-1650.

Sincerely,

David Gordon
District Superintendent

DG:cs

Form Number ____

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California

Date

Mr. Roger H. Jones
1000 Center Street
Sterling, California

Dear Roger:

Our school is interested in knowing what you have been doing since you left school. We feel that through your experience we may be able to improve our Business Work Experience Education program so as to better meet the needs of students enrolled in the program.

Will you assist us by filling out and returning the enclosed questionnaire? The greater the number of responses, the greater the value of this survey. Your name will not be used in connection with your answers. The information furnished by you and other graduates of the program will be used for statistical purposes only. However, if there are any questions which you do not wish to answer, just omit them.

You can answer most of the questions very quickly by means of a check mark or a few words. However, if you have further comments or suggestions regarding the program, we would be glad to have you write them on the back of the questionnaire.

An immediate reply would be greatly appreciated.

Thank you.

Sincerely,

Richard Dow
Teacher Coordinator

RD:cs
enc.

Form Number ____

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California

Date

Mr. John Black
S. K. Greene Company
2683 Fifth Avenue
Sterling, California

Dear Mr. Black:

Sterling Unified School District is pleased to introduce Mr. Richard Dow, our new Business Work Experience Education Coordinator. The purpose of the Business Work Experience Education Program is to help prepare students for entry jobs in the business occupations. Employers are asked to cooperate by providing part-time employment for these students.

Mr. Dow will be contacting you soon to explain the purposes and the advantages of this program to you, the business man.

In the meantime, if you have immediate employment opportunities for part-time employees and wish to participate in our Business Work Experience Education Program, please contact Mr. Dow by calling 446-1650.

Sincerely,

David Gordon
District Superintendent

DG:cs

Describe what additional education you have had since leaving school? Indicate (A) Name of Institution; (B) Length of Enrollment; (C) Courses; Major or Training:

___ Junior College: (A) ______________ (B) Years ___ Months ___

(C) ______________________________

___ College or University: (A) __________ (B) Years ___ Months ___

(C) ______________________________

___ Trade or Business School: (A)__________ (B) Years ___ Months ___

(C) ______________________________

___ Apprenticeship: (A) ______________ (B) Years ___ Months ___

(C) ______________________________

___ Extension: (A) ______________ (B) Years ___ Months ___

(C) ______________________________

___ Other: ______________________________

____

How do you feel about your present job? Check one:

___ Satisfied - do not expect to change jobs
___ Satisfied but expect to change jobs
___ Not satisfied but do not expect to change jobs
___ Not satisfied and expect to change jobs
___ No definite feeling

Has the Business Work Experience Education Program helped you in securing and holding a job? If so, how?

List any suggestions for improving any phase of the Business Work Experience Education Program. You may use additional sheet, if necessary.

STUDENT FOLLOW-UP QUESTIONNAIRE

In answer to any question, please feel free to give additional information on the back of the questionnaire.

Name ______________________________________ Female ___ Male ___

If Mrs., give maiden name ______________________________

Address ____

Year Graduated ________

List any and/or all education you have received since High School

School	Dates From	 To	Major Degrees	Degree or Certification

List what you have been doing since High School? Include all jobs (part- or full-time) and periods of unemployment.

Dates To	 From	Employer and address	Position	Salary	Reason for Leaving

Does your present job have opportunities for advancement? If not, do you plan on changing jobs?

Has the Business Work Experience Education Program helped you in securing and holding a job? If so, how?

List any suggestions for improving any phase of the Business Work Experience Education Program. You may use an additional sheet if necessary.

List the areas of the program and your preparation which has helped you the most.

Would you be willing to come back and talk to the students about your personal experiences?

Form Number ___

STERLING UNIFIED SCHOOL DISTRICT
Sterling, California
Business Work Experience Education Program

STUDENT FOLLOW-UP QUESTIONNAIRE

In answer to any question, please feel free to give additional information on the back of the questionnaire.

Name ______________________________ Female ___ Male ___

If Mrs., given maiden name ______________________________

Address ______________________________

Year Graduated ________

What are you now doing? (Check one or more)

1. ___ Working for pay, full-time
2. ___ Working for pay, part-time
3. ___ In school, full-time
4. ___ In school, part-time
5. ___ Housewife
6. ___ In business for self
7. ___ In armed forces
8. ___ Not working but looking for a job
9. ___ Not working and not looking for a job
10. ___ Other ________

Please describe three jobs you have held since leaving school. List the latest one held first:

Firm ______________________________ Months Employed ________

Kind or type of business ______________________________

Title/major duties ______________________________

____

Firm ______________________________ Months Employed ________

Kind or type of business ______________________________

Title/major duties ______________________________

____

Firm ______________________________ Months Employed ________

Title/major duties ______________________________

____

Form Number ____

STERLING UNIFIED SCHOOL DISTRICT
Business Work Experience Education Program

STUDENT APPLICATION

PERSONAL

Name ______________________________ Phone ____________

Address ______________________________ Date of Birth ____________

Place of Birth __________ Weight ______ Height ______ Sex __________

Describe any physical limitations ______________________________

Do you have a driver's license? ______________________________

Do you have transportation? ______________________________

Have you received any honors or awards? ______ If yes, describe ___

____

EDUCATION

Home Room Teacher ______________________________ Home Room Number ____

How many times have you been absent this year? ______ Tardy? ______

List all the business subjects you have taken and semester grades:

	Course	Grade		Course	Grade
1.			4.		
2.			5.		
3.			6.		

Have you discussed this application with your counselor? ____ Parents? ____

Counselor's Name ______________________________

List two teachers for reference: ______________________________

____

Describe your plans after graduation on the reverse side of this sheet.

What school activities have you participated in? Describe.

Student Application (Page 2)

Describe present class schedule

Period	**Course**	**Teacher**	**Room**
1			
2			
3			
4			
5			
6			

EXPERIENCE

Have you ever been employed? ________ **If yes, list latest job first**

Name of Firm	**Length of Time**	**Duties**

Do you have a job now? ______ **When school begins?** ____________

If yes, describe **Name of Firm** ____________

Hours ____________

Duties ____________

I understand that this is an application for enrollment in the Business Work Experience Education Program, and that if I am selected, I will accept the responsibilities required by both the school and the employer.

____
Signature of Applicant

Date ____________________

Form Number ____

STERLING UNIFIED SCHOOL DISTRICT
Business Work Experience Education Program

TRAINING AGREEMENT

The major purpose of this program is to provide valuable training for students. This agreement is made to show responsibilities of the participants: the student, the parent, the school, and the employer.

1. The student enters this program for the purpose of learning as much as it is possible for the employer to provide in the nature of job information, skills, and attitudes.
2. The employer is asked to inform regular employees of their important role in assisting in the training of the student and that the school solicits their cooperation.
3. The student will keep regular attendance both at school and on the job. He cannot work on any school day that he fails to attend school. Exceptions are permissible only by mutual consent of the employer and the teacher coordinator.
4. Any student who quits school loses this job at once. Any job change for the student must be arranged in advance by the employer and the teacher coordinator.
5. Pay and hours are to be determined by the employer. The minimum wage as required by the State Industrial Relations Department applies. Since the student starts to work during the legal school day, the school reserves the right to approve the working hours. A work permit is required for all students under 18 years of age.
6. The employer may expect honesty, punctuality, cooperation, courtesy, and willingness to learn on the part of the student. The employer reserves the right to discharge the student for just cause; however, the teacher coordinator requests consultation with the employer prior to such action.
7. The employer is urged to keep the student on the job for at least the minimum number of hours and weeks agreed upon.
8. The student must have reached his sixteenth birthday at the time he enters this program.
9. Parents or guardians will accept responsibility for the conduct of their children while they are training in this program.
10. The school provides a teacher coordinator to supervise the student on the job. He will make periodic visits to the various businesses to observe the student and to consult with the employer. Evaluation of the job performance will be a joint effort by the employer and the teacher coordinator. School credit is granted for successful job performance.

______________________ Student's Signature	______________________ Teacher Coordinator's Signature
______________________ Parent's Signature	______________________ Employer's Signature
	______________________ EFFECTIVE DATE

Form Number ____

FRONT

STERLING UNIFIED SCHOOL DISTRICT
Business Work Experience Education Program

Student's Weekly Report

Student's Name ________________________________

Firm ________________________________

Training Sponsor's Name ________________________________

Week Dating from ______________ to ____________ Rate of Pay $ ______

Day	Time In	Time Out	Total Hours	Major Duties Performed
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				
TOTALS	**	**		

____
Signature of Employer

BACK

What problems arose during the week on which you would like help?

What individual instruction do you need to help you perform your duties more effectively?

Form Number ____

FRONT

STERLING UNIFIED SCHOOL DISTRICT
Business Work Experience Education Program

Visitation and Student Conference Report

Please Check: ______ Visitation ______ Student Conference

Name of Student ______________________ Date ______________

Firm ______________________ Training Sponsor ______________

Purpose of Visit or Conference:

Comments:

(Use reverse side if necessary)

BACK

Comments (continued)

Form Number ____

STERLING UNIFIED SCHOOL DISTRICT
Business Work Experience Education Program

STUDENT TRAINING PROGRESS REPORT

Name of student ______________________________
Firm ______________________________
Period covered ______________________________

TO THE EMPLOYER: In each category place one check mark opposite the phrase which describes the student learner most accurately.

ABILITY TO FOLLOW INSTRUCTIONS

____ Uses initiative in interpreting and following instructions
____ Usually follows instructions with no difficulty
____ Follows instructions with some difficulty
____ Needs repeated detailed instructions

APPEARANCE

____ Exceptionally neat and appropriately dressed
____ Neat and appropriately dressed
____ Satisfactory appearance and dress
____ Sometimes neglectful of appearance and dress

ATTITUDE TOWARD WORK

____ Takes a keen interest in the training and takes initiative to learn
____ Shows interest in training and has desire to learn
____ Has some interest in the training
____ Shows little interest or enthusiasm for the training

ATTENDANCE AND PUNCTUALITY

____ Never absent or late without good cause
____ Seldom absent or late without good cause
____ Occasionally absent or late
____ Frequently absent or late

COOPERATION

____ Always cooperates eagerly and cheerfully
____ Usually cooperates eagerly and cheerfully
____ Cooperates willingly when asked
____ Cooperates reluctantly

CUSTOMER RELATIONS

____ Extremely tactful and understanding in dealing with all types of customers
____ Usually poised, courteous and tactful in dealing with customers
____ Tries to please customers
____ Sometimes lacks poise and seems indifferent to customers

DEPENDABILITY

____ Meets all obligations unfailingly without supervision
____ Meets obligations with very little supervision
____ Meets obligations under careful supervision
____ Sometimes fails in obligations even under careful supervision

EXPENSE CONSCIOUS (Materials and Equipment)

____ Extremely careful in using materials and equipment
____ Uses good judgment in using materials and equipment
____ Takes average care in using equipment and materials
____ Careless about equipment and materials

JOB SKILLS

____ Possesses all of the essential skills and related information
____ Has an above average command of the essential skills and related information
____ Has an acceptable command of the skills and related information
____ Weak in the essential skills and related information

OBSERVANCE OF RULES

____ Always observes company rules
____ Seldom disregards company rules
____ Observes most of the company rules
____ Frequently neglects company rules

QUALITY OF WORK

____ Has aptitude for doing neat, accurate work and exceeding the requirements
____ Does more than required amount of neat, accurate work
____ Does normal amount of acceptable work
____ Does less than required amount of satisfactory work

WORK AREA

____ Keeps work area outstandingly neat and efficiently organized
____ Takes pride in appearance and arrangement of work areas
____ Follows good housekeeping rules
____ Allows work area to become disorganized and untidy

OVER-ALL EVALUATION OF STUDENT'S TRAINING

____ Outstanding
____ Above average
____ Average
____ Below average
____ Poor

NOTE: Please attach, or insert below, any comments you wish to make on this report.

____
Signature of Rater

____
Date

____
Assigned Grade

____
Signature of Teacher Coordinator

Date ____________________

APPENDIX C

CHECKLIST FOR DEVELOPING A BUSINESS WORK EXPERIENCE EDUCATION PROGRAM

APPENDIX C

CHECKLIST FOR DEVELOPING A BUSINESS WORK EXPERIENCE EDUCATION PROGRAM

1. ______ Develop and administer Student Interest Survey. (See Section II.A)

2. ______ Develop and administer Community Survey. (See Section II.A)

3. ______ Prepare a report of the findings, conclusions, and recommendations from the Student Interest and Community Survey. (See Section II.A)

4. ______ Submit report to administration for final decision on program development. (See Section II.A)

5. ______ If school contemplates applying for financial assistance for the program under the George-Barden Act, or Vocational Education Act, contact Bureau of Business Education Regional Supervisor for reimbursement policies and teacher authorization requirements.

6. ______ Select the teacher coordinator for the program. (See Section II.B)

7. ______ Organize the Advisory Committee. (See Section II.C)

8. ______ Plan the instructional program. (See Section II.D)
    the related units of instruction
    materials of instruction
    classroom facilities and equipment

9. ______ Develop the complete plan of initial and continued program promotion. (See Section II.E)

10. ______ Prepare and submit the Plan of Operation. (See Section II.F)

11. ______ Develop the forms and procedures for student enrollment and evaluation. (See Section III.D & E)

12. ______ Develop procedures and criteria for selecting training stations. (See Section III.B)

13. ______ Adopt procedures and forms for the Training Agreement. (See Section III.C)

14. _____ Develop the procedures, instruments and use schedule for the following functions:

General record keeping (See Section III.G)
Reports to administration
Reports to Advisory Committee
Coordination activities (See Section III.A)
Program follow-up studies (See Section III.H)

NOTE: If applying for financial assistance, the Bureau of Business Education will require the following:

1. Summary of Student Interest and Community Surveys.

2. Qualifications of the teacher and/or coordinator;
   - a. course work in business education
   - b. professional courses in methods, materials, and curriculum
   - c. job experience background
3. Plan for using Advisory Committee, including names and affiliations of members.

4. Complete information on the related instruction including units of instruction, methods and materials of instruction.

5. Plan of program promotion.

6. One copy of the "Plan of Operation."

See Section V. for specific information on Bureau services and location of regional offices.